

## **1. Discussion About Resilience**

What is resilience? What does it mean to be resilient? How are individuals resilient? How are families and communities resilient? What is a resilient nation? Why is resilience an important concept?

## **2. Discussion About Preparedness and Resilience**

Are preparedness and resilience linked? If so, in what ways? How can being prepared help an individual, family or community recover more quickly? What kinds of images communicate hope and resiliency?

List responses and discuss.

## **ACTIVITIES**

### **Activity Option 1. Create A Resiliency Poster**

Ask persons to work together in pairs or small groups to create posters depicting resilient Airmen, resilient Families, resilient Communities, etc., using drawings, magazine cut outs, colors, expressions, etc.

Elicit discussion regarding their choices.

Discuss the meaning of working together and how this can help foster resilience, especially in the aftermath of some challenge or adversity or tragedy. What is community cohesion and is this important to preparedness and resilience?

### **Activity Option 2. TEN SECONDS**

Objective: To build self-esteem and to create a positive atmosphere by saying and hearing positive comments.

Set Up: Have persons pair up, face each other and when instructed to start, one of the pair says as many positive things as possible in Ten Seconds. Call time after ten seconds and have pair reverse roles and do same again.

Discussion Prompts:

1. Was it hard or easy for you to come up with positive comments?
2. Do you usually say negative words to others or positive? Why?
3. What is the effect of positive words on a group?
4. How can positive words affect your everyday life?
5. Do you need to hear more positive words or say them more?

### **Activity Option 3. LINE UP**

Objective: Communication and teamwork at various levels.

Set Up: You will need a roll of duct tape or masking tape (depending on surface) that is 2" wide. Put down one line of tape across the floor long enough to account for the number of persons involved shoulder to shoulder. Then put down another line of tape parallel to the other and 12" apart.

Instructions: Have participants stand inside the tape area shoulder to shoulder. Next instruct all to turn facing left so that all are facing the same direction one behind the other. Tell them that they cannot step on the tape or outside the tape area at any time. Next give instruction to reorganize themselves according to:

- Alphabetical by last name **OR**
- By age **OR**
- By month of birthday **OR**
- By height

If anyone steps on the tape or outside the tape area, the group starts over.

Processing: Discuss with the group what had to take place before they could get the task done (communication, problem solving, trust, etc.). After the group begins, notice how they work in separate groups, but eventually begin to assist each other. Emphasize that we often do not try to work as team, but with a higher awareness level of our resources, we can maximize our efforts. The larger the organization, the more difficult it is to communicate.

Questions:

1. Can anyone give me an example of when you thought you communicated effectively in this group?
2. How did you know that what you communicated was understood?
3. What went wrong with communication?
4. What was uncomfortable in the teamwork?
5. Did anyone think they had good insight and idea , but were being ignored/not listened to?

### **Activity Option 4. Construction challenge: tower /bridge /monster /vehicle**

In this activity, the players are to work as a team of architects and builders. They are to use the equipment provided (newspaper, straws, sticky tape) to build a tower (or bridge /monster /vehicle). The tower will be considered successful according to its height, strength, beauty, or ingenuity. The group may wish to meet all or only one of these criteria.

*\* look for cooperation, communication, creativity and problem-solving*